



Practicum Waiver Policy for the ESOL Endorsement

ESOL advisors: Please email the ESOL coordinator when an ESOL student chooses the practicum waiver. A “binder” will be established in TK20 for every student completing the waiver process. All documents for the ESOL practicum waiver will be submitted into TK20.

A candidate may request that the ESOL practicum be waived based on a minimum of one year of successful classroom teaching (at least half time) in an identified ESOL setting. This includes working in a classroom with at least 20% English Learners (ELs). ***The waiver will only be granted after the candidate completes all coursework towards the ESOL endorsement and obtains a passing score on the ESOL ORELA-NES exam. If the waiver is being used in place of the 3 credits for ED 609 in a degree program, another 3 credit course will need to be taken and subbed for ED 609.***

The following documentation must be received by the ESOL Coordinator before the waiver can be granted:

1. a letter from the candidate’s school principal (or another qualified administrator) describing the effectiveness of the candidate’s teaching abilities and overall skills in serving the needs of EL students, the length of the teaching assignment, and the percentage of ELs in the candidate’s classroom. The letter should be written on the school’s letterhead.
2. a formal observation completed by a qualified administrator or an ESOL-endorsed colleague. The attached observation form must be used.
3. a reflective paper (4-5 pages) written by the candidate based on a unit of instruction taught in his/her classroom. The reflective paper must include four sections:
 - **Description of classroom setting:** Provide information on number of EL students, curriculum & programs, their native languages and their ELP levels, how the ELP level was determined (ELPA, Woodcock-Munoz, ADEPT), history/background/strengths/weaknesses of the EL students, how their needs are being met by the teacher and support staff, etc.
 - **Description of a unit of instruction:** Discuss overall purpose of the unit, and both content and language objectives of lessons in relation to standards used. Describe the materials and sheltered strategies used to facilitate ELs’ access to grade level content.
 - **Assessment Analysis:** Analyze the results of the pre-assessment for the entire class and for the subgroup of ELs. What did your pre-assessment tell you about your students’ prior knowledge and/or skills? How did you need to adjust your teaching of the unit? Analyze the results of the post-assessment for the entire class and for the subgroup of ELs. Include whether each intended outcome was exceeded, met, or not met. **Include charts that indicate pre & post assessment scores along with learning gains for the whole class and EL subgroup.** Discuss assessment and instruction strategies that supported learning gains and where you could have provided more supportive strategies. Additionally, include a checklist, chart, or other assessment tool that shows progress monitoring of language development for your EL students (ie: checklist for language functions, forms, or sentence frame use etc.)
 - **Overall reflection:** Identify several successful and unsuccessful goals, objectives, lessons, experiences, activities, and assessments. What contributed to the success of those? What would have improved the unsuccessful ones? What have you learned from working with EL students? Refer to your students’ demographics. Refer to your own philosophy of education where appropriate.

_____ j. Gauging and differentiating **language demands** so that critical thinking and problem solving are used by all students, regardless of second language acquisition levels.

grammatical forms functions vocabulary discourse

_____ k. Selecting and organizing **supplemental material** to assist in making lessons clear and authentic.

_____ l. Incorporating **technologies** to benefit ELs, when applicable.

_____ m. Planning meaningful lessons, infusing concepts of **multicultural and social justice**, when possible.

The candidate demonstrates the ability to shelter and implement instruction for English language learners by:

_____ a. Using adjusted “**teacher talk**,” or appropriate speech for students’ academic and developmental proficiency level.

enunciates longer pauses uses appropriate language load

wait time non-verbal cues

repetition models standard English has students repeat key language

uses appropriate rate of speech modeled talk

_____ b. Providing **visual** and **participatory** support.

pictures bi/multilingual labels graphs, maps, and reference charts

anchor/input charts advance/graphic organizers

realia

manipulatives bilingual books or inclusion of home language other_____

TPR shared reading/writing interactive read aloud/writing

_____ c. Engaging students in **building background** to link new concepts.

preview/review accessing prior learning discussing everyday experiences and interests

connecting to cultural background and community assets

_____ d. Introducing and emphasizing necessary **academic English**. (vocabulary, sentence structure, discourse)

- vocabulary charts word walls (bi/multilingual, when possible)
- writing/highlighting key words
- word study vocab inquiry bi/multilingual dictionaries
- visual scaffolding, vocabulary role play, vocab. processing, language focus lessons
- strategies to develop grammatical competence, such as sentence frames/building and syntax transfer
- strategies to develop pragmatic and discourse competence, such as role play
- strategies to develop metalinguistic competence, such as exploring cognates and idioms

_____ e. Using a variety of **question types**.

- leveled questions known-answer/direct as well as inferential questions

_____ f. Employing a variety of **instructional and organizational strategies** that promote oracy and language development.

- cooperative learning learning centers integrated/thematic curriculum projects
- drama/role-play inside/outside circle bi/multilingual collaborative work
- think-pair-share Socratic seminar other_____

_____ g. Concluding the lesson with a **comprehensive review**.

- key vocabulary key concepts relevance of subject matter
- other_____

The candidate demonstrates the ability to evaluate performance of ELs in content and language by:

_____ a. Checking for understanding during lesson.

- questioning strategies discussion formats activities and assignments

_____ b. Consistently using students' responses to refine or adjust pacing of lesson.

_____ c. Circulating room to monitor student work.

_____ d. Giving specific and ongoing praise and feedback.

_____ e. Applying a variety of assessments:

- informal formative norm-referenced
- formal summative criterion-referenced

_____ f. Utilizing informal assessment to guide instruction and reteaching within the lesson, when applicable.

The candidate demonstrates the ability to establish a classroom climate conducive to learning by:

_____ a. Using predictable routines and signals to communicate expectations.

_____ b. Lowering the affective filter of second language learners.

_____ c. Sensitive error correction (of meaning before form, as appropriate).

_____ d. *Valuing home cultures through use of culturally relevant curricula and pedagogy. (in general)*

_____ e. Providing positive and specific feedback for appropriate behavior.

_____ f. Monitoring student conduct and taking appropriate action for misbehavior.

_____ g. *Fostering opportunities to use home language with peers or adults. (in general)*

The candidate demonstrates professional behaviors by:

_____ a. Being dependable and conscientious in meeting work schedule and school demands.

_____ b. Consistently exhibiting respect, understanding, and sensitivity toward cultural heritages and community values.

_____ c. Seeking, accepting, and utilizing constructive feedback for professional growth.

_____ d. Self-assessing own performance in terms of strengths and weaknesses through a variety of reflective Practices.

_____ e. *Working to understand community needs and cultural practices. (in general)*

Comments/Suggestions for next lesson(s):

Signatures:

ESOL endorsement candidate: _____

Administrator or ESOL endorsed colleague: _____

**Western Oregon University
Assessment of Teacher Candidate
ESOL/Bilingual Education Practicum
Scoring Rubrics**

The candidate has demonstrated the ability to plan for instruction of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards €	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not take into account the needs of ELs when designing lessons. Content and language objectives are not appropriate for language learners, or are absent. Activities and grouping strategies do not engage students.		Attempts to take into account the needs of ELs when designing lessons. Recognizes and begins to develop content and language objectives that are appropriate for language learners. Activities are superficially aligned to learning objectives, and grouping strategies engage some students.	Takes into account the needs of ELs as a whole group when designing lessons. Content and language objectives are appropriate for language learners. Activities and assessments are aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Grouping strategies are purposeful and consistently engage students.	Consistently takes into account the needs of ELs when designing lessons. Learning tasks and scaffolds address the needs of individual ELs or groups with similar needs. Content and language objectives are effective for language learners and evident in most of the lesson. Activities and assessments are closely aligned to objectives, and are student-centered, promote critical thinking and address all four language skills. Purposeful grouping strategies ensure all students are engaged.	Always takes into account the needs of individual ELs when designing meaningful lessons. Learning tasks and scaffolds are strategically designed to meet specific needs of individual ELs. Effective content and language objectives are evidenced throughout the lesson. All activities and assessments are tightly aligned to objectives, allow for individual ELs to demonstrate their learning, are student-centered, promote critical thinking and address all four language skills. Student-centered activities and purposeful grouping strategies ensure all students are challenged and engaged throughout the lesson.

The candidate has demonstrated the ability to shelter and implement instruction for English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2	3	4	5	6
N/O	Makes minimal effort to build background via prior learning and/or experiences. Rarely uses strategies to aid the comprehension of language learners.		Provides some efforts to build background knowledge via prior learning and/or experiences. Uses a few strategies that help ELs' comprehension. Begins to scaffold instruction and highlight language features. Teaches concepts/skills without careful modeling, and provides only limited opportunities for practice.	Builds background knowledge via prior learning and/or experiences on a regular basis. Scaffolds instruction, especially about vocabulary and academic language. Employs sheltered strategies that benefit ELs' comprehension, such as visuals, wait time and/or L1 support. Teaches concepts/skills with modeling and appropriate opportunities for practice.	Has established a variety of ways to build background knowledge via prior learning and/or experiences on a regular basis. Consistently employs a variety of sheltered strategies that benefit individual ELs' comprehension, including visuals, wait time and L1 support. Academic language is scaffolded throughout lesson. Explicitly teaches concepts/skills with careful modeling, and provides opportunities for guided and independent practice.	Draws from wide/extensive repertoire of strategies to build background knowledge via prior learning and/or experiences. Consistently employs a wide range of sheltered strategies that are thoughtfully designed to benefit individual ELs' comprehension. Both academic language and content instruction are made comprehensible. Explicitly teaches concepts/skills with careful modeling, and provides meaningful opportunities for guided and independent practice. This is done multiple times and in multiple ways to ensure that individual students have met the lesson objectives.

The candidate has demonstrated the ability to evaluate performance of English Language Learners.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
N/O	1	2	3	4	5	6
	Does not check for understanding during instruction. There is little connection between what is being taught and what is being assessed. No efforts are made to differentiate assessment of language and content knowledge.		Attempts to check for understanding during instruction. There is some connection between what is being taught and assessed. Limited efforts are made to differentiate assessment of language proficiency and content knowledge. No assessment accommodations are made.	Checks for student understanding during lesson delivery using informal and formal assessment tools. There are clear connections between lesson objectives and assessment results. Efforts are made to differentiate assessment of language proficiency and content. Assessment accommodations are made to address the needs of ELs as a group.	Checks for understanding throughout lesson using various informal and formal assessment tools. Assessment consistently drives instruction. There are demonstrated efforts to differentiate assessments and evaluation of both language and content objectives. Assessment accommodations are made to address the needs of individual ELs.	Seamlessly checks for understanding in each part of the lesson using a wide range of informal and formal assessment tools. Meaningful assessment drives all instruction. Assessments are differentiated in a variety of ways to ascertain comprehension of language and content objectives. Multiple Assessment accommodations are made to address the needs of individual ELs.

The candidate has demonstrated the ability to establish a classroom climate conducive to learning.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	Does not establish a classroom climate conducive to learning. Rarely attempts to lower the affective filter of ELs. Manner of addressing content or language mistakes is ineffective or insensitive.		Seeks ways to establish a classroom climate that encourages learning. Provides some effort to lower students' affective filter and to engage ELs in learning. Attempts to address content or language mistakes in a sensitive way.	Establishes a classroom climate where learning and clear expectations are the norm by using signals and feedback strategies. The affective filter is lowered so that ELs consistently participate. Content or language mistakes are addressed in a respectful and effective way. Provides a social environment that reveals mutual respect among students.	High expectations foster a respectful classroom environment conducive to engaged learning. Consistent use of a variety of signals and feedback strategies. The affective filter is consistently lowered so that ELs eagerly participate. Content or language mistakes are respectfully and effectively addressed. Provides a social environment that consistently encourages mutual respect among students.	High and clear expectations foster a classroom environment conducive to productive and engaged learning. Consistent use of a wide range of signals and feedback strategies. The affective filter remains low so that ELs eagerly participate. Content or language mistakes are respectfully and strategically addressed. Provides a social environment that encourages opportunities to express varied perspectives, and promotes mutual respect among students.

Not Observed	Does Not Meet Standard (DNM)		Developing Proficiency Toward Standard (DP)	Proficient Relative to Standards (PR)	Exceeds Standards (E)	Distinguished (D)
	1	2				
N/O	Lacks habits and skills to be reliable and collegial. Work ethic lacks consistency. Seems unaware of school and community cultures and norms. Becomes defensive about or fails to		Demonstrates some efforts to be reliable, hard-working, and collaborative. Attempts to understand the cultural norms and traditions of the school and community. Attempts to seek constructive feedback	Reliable, hard-working and collaborative. Consciously learns and respects the school and community cultures, norms and traditions. Seeks and utilizes constructive feedback for professional	Consistently reliable and hard-working, and frequently initiates collaboration. Values and contributes to school and community norms, cultures, and traditions. Utilizes external feedback and reflective practices for professional growth.	A role model for reliability, collaboration, and work ethic. Deeply engaged in the school and community and effects positive change where appropriate. Continuous professional growth occurs as a result of reflective practices and external feedback.

	address constructive feedback.	and reflect on professional practices.	growth. Works to establish reflective practices.		
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The candidate has demonstrated professional behaviors.